DOCUMENT RESUME

ED 278 460 JC 870 094

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TITLE Riverside Community College Students Who Transferred to the University of California.
INSTITUTION Riverside Community Coll. District, CA. Office of Research and Planning.
PUB DATE 87
NOTE 39p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Admission Criteria; College Students; *College Transfer Students; Community Colleges; *Educational Background; Enrollment Trends; Grade Point Average; Higher Education; Longitudinal Studies; Majors (Students); State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

ABSTRACT

This two-part study report offers a longitudinal analysis of the performance of Riverside Community College (RCC) students who transferred to the University of California (UC) from 1963 to 1981; and provides an in-depth look at the academic achievement of 1984 UC transfers while at RCC. Section A includes information on: (1) first-time fall transfers, 1963-85; (2) transfer rates for RCC compared to all California community college entrants, 1978-85; (3) the UC admission status of RCC transfers; (4) special action admits, 1978-84; (5) grade point average (GPA) differences at RCC and UC; (6) GPA differentials for high school eligibles, 1971-80; (7) GPA differentials for high school ineligibles, 1971-80; (8) GPA's for high school elibiles, ineligibles, and special actions, 1978-81; (9) UC majors, 1979-84; and (10) first-year performance, 1982-84. Section B looks at fall 1984 entrants to UC in terms of degrees and certificates earned, terms at RCC, units completed at RCC, remedial work taken at RCC, entering assessment test scores at RCC, ethnicity, and probations/dismissals. Drawing from the data in section B, a number of inferences are presented to assist RCC in facilitating transfer. (EJV)

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RIVERSIDE COMMUNITY COLLEGE DISTRICT

RIVERSIDE COMMUNITY COLLEGE STUDENTS

WHO TRANSFERRED TO

THE

UNIVERSITY OF CALIFORNIA

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Office of Research and Planning
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JC 870 094

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INTRODUCTION

Riverside Community College has a long history of commitment to its transfer function. Founded in 1916, it seemed to feel its business was more to transfer students to four-year colleges and universities during its early years than to train people for the world of work. This was natural because there were no universities at Riverside, San Bernardino, Pomona or Fullerton. Riverside Junior College and later, Riverside College, was the postsecondary institution of Riverside County. Students would complete their lower division work here and then typically transfer to Berkeley, Stanford, Santa Barbara or San Diego State.

In the early 1970's, Riverside City College, for its size, transferred more students to the University of California than any other community college in the state, except for Santa Barbara. Since 1975, however, our number of students transferring has declined along with the rest of California's community colleges. There are a number of reasons for this: increasing numbers of students with deficient academic skills, decreasing numbers of full-time students, more students seeking to develop new or upgrade old job skills, fewer "college age" students, increasing numbers of older students--many of whom already have four-year degrees, and increasing competition for freshmen students from other segments of higher education.

In the California Postsecondary Education Commission's publication (March, 1985), Reaffirming California's Commitment to Transfer, the dilemma of the open door college is well stated:

> "California is committed in its 1960 Master Plan and in subsequent legislation to offer all adults access to postsecondary education in the Community Colleges without regard to their previous educational attainment, and the opportunity to continue as long and as far as they are able to meet the standards of the institution in which they are enrolled. Among those availing themselves of such opportunity in the Community Colleges are high school dropouts, native- and foreign-born students with limited English language skills, students only slightly underprepared for college, and transfer-ready students who enroll for all kinds of reasons. As a result, their aspirations and objectives are as varied as their educational backgrounds and abilities.
>
> The job of the Community Colleges is neither to track students into curricula on the basis of the skills and abilities they demonstrate when they first enroll, nor to give them open access to courses without regard to their ability to succeed in them. Instead, through assessment, counseling, placement, and follow-up, the colleges should assist new students to gain the skills and knowledge they need in order to achieve their educational objectives.
>
> For students who do not get this kind of assistance, the open door often becomes a revolving door: they enroll in the courses of their choice and then drop out or change their objectives when they find that they are unable to do satisfactory work. The Community Colleges are committed to offering instruction appropriate to the needs and interests of their students within their broad mission and function, while maintaining standards appropriate to a collegiate institution that awards degrees and transfers its students to institutions granting the baccalaureate degree.

The dilemma which Community Colleges face is how to (1) have open access for all adults, and (2) maintain academic standards while (3) meeting the needs and responding to the interests of an increasingly diversified student population. Commitment to access and quality continues to be a "given" in the opinion of the California Postsecondary Education Commission and State policy makers generally. The Commission believes that the Community College dilemma can be resolved by the ways in which they respond to incoming students' needs for assessment, counseling, placement in courses, and monitoring of their progress toward their goals.

These services are particularly important for the many students who indicate when they first enroll an intent to work toward a baccalaureate degree, either assisting them to acquire the necessary skills and fulfill transfer requirements or, for those who are unable or unwilling to achieve a transfer-ready level, helping them choose alternative goals and revising their educational plans accordingly. Such services should be a part of the enrollment procedures for all new Community College students, regardless of their ultimate objectives, as one means for the colleges to help students achieve their full potential after remedying their educational deficiencies."

This report is divided into two sections. The first basically tells about RCC students after they transferred--numbers, grade point averages, majors, and performance data. The second section takes a close look at the most recent group of students before they transferred--certificates and associate degrees earned, the number of terms, units completed, remedial courses taken, entering test scores and academic status while at RCC. From the data in the second section, a number of inferences were drawn which should make Riverside Community College an institution which encourages and enables students to transfer more easily to four-year colleges and universities. The great diversity of interests and abilities of community college students has always fascinated me, but some of the information discovered in Section B was surprising. I hope it will be equally absorbing to the reader.

Evan Vail, Dean
Research and Planning
February, 1987

A. RIVERSIDE COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA

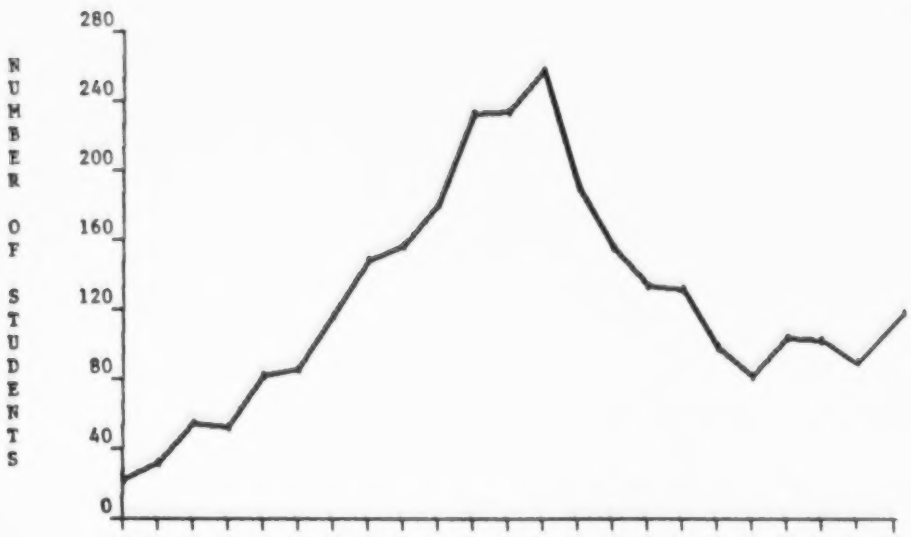
1. First Time Fall Transfers, 1963-1985

It should be noted at the outset that the summary reports provided by UC since 1981 give admissions and performance data for regularly admitted students who entered in the fall and who completed the spring term. No performance data are given for students admitted by special action, students who enrolled after the fall term, or who dropped out. Prior to 1981, enrollment and performance data were compiled either from summary or individual reports provided by UC and permanent records maintained by RCC.

Figure 1 shows a steady increase (with the one exception of a 4% decline in 1966) in the number of RCC students who transferred to UC from 1963 through 1975. Since 1975, there has been a steady, sharp decline until the fall of 1982.

RIVERSIDE COMMUNITY COLLEGE STUDENTS
WHO TRANSFERRED TO
THE UNIVERSITY OF CALIFORNIA
FIRST TIME FALL TRANSFERS

1963-1985



YEAR	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
# OF STUDENTS	31		52		85		147		180		233		190		133		98		103		91		
		21		54		81		116		156		232		257		155		131		81		102	116*
% +/- COMPARED TO PREVIOUS YR	48		(4)		5		27		15		0		(67)		(14)		(24)		27		(11)		
		74		56		36		6		29		10		(35)		(2)		(17)		(1)		27	

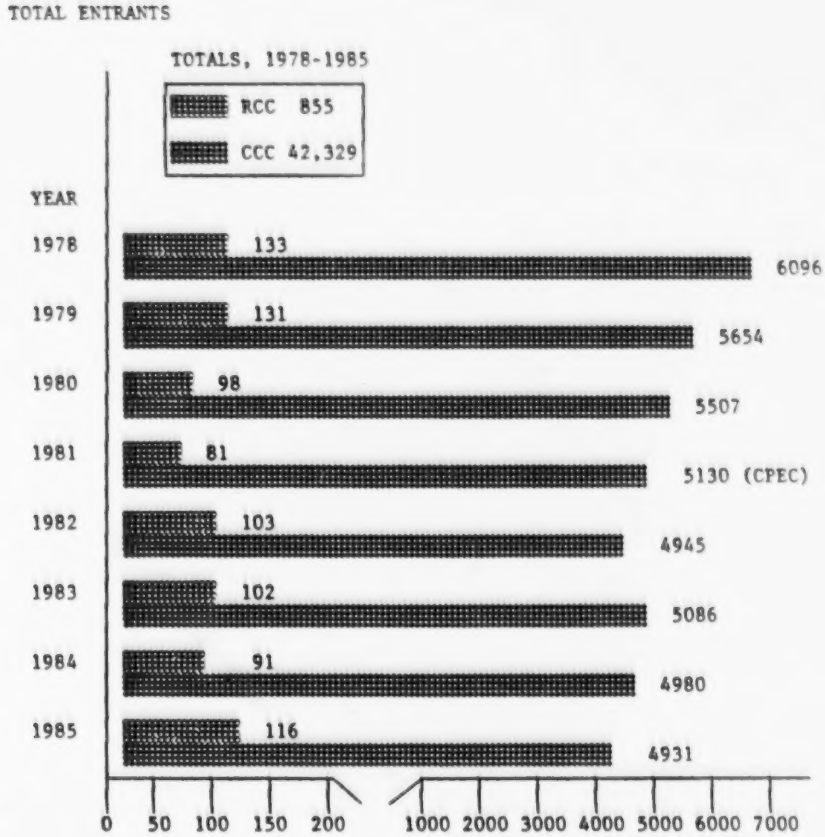
SOURCE: UNIVERSITY OF CALIFORNIA
*PRELIMINARY FIGURE FROM CALIFORNIA POSTSECONDARY EDUCATION COMMISSION (CPEC)

FIGURE 1

2. Total RCC and CCC Entrants, 1978-1985

Figure 2 compares the ebb and flow of transfers to UC from RCC and all of the California Community Colleges between 1978 and 1985. For the CCCs, there was a steady decline each year from 1978 through 1982, then an upturn in 1983 and slight declines in 1984 and 1985. RCC followed a similar pattern except its upturn occurred a year earlier, 1982, with 1983 about the same, a little sharper downturn in 1984 and a number in 1985 not reached since 1979. CPEC's data does not always agree with the figures from UC. For example, CPEC showed 96 transfers in 1984 instead of UC's 91. Where there was a conflict, UC's data prevailed.

RIVERSIDE COMMUNITY COLLEGE STUDENTS
AND
ALL CALIFORNIA COMMUNITY COLLEGE STUDENTS



SOURCE: UNIVERSITY OF CALIFORNIA, EXCEPT FOR 1981 AND 1985 (1981 CCC FIGURE IS FROM CPEC; 1985 CCC AND RCC FIGURES ARE BOTH FROM CPEC)

FIGURE 2

3. Basis for Admission to UC

Figure 3 indicates the basis for admission to the University of California over the most recent seven year period. "Regular" admits include both those students who were eligible to attend UC on the strength of their high school records and those students who were ineligible because of subject and/or scholarship deficiencies in high school but subsequently became eligible on the basis of their community college records. Unfortunately, UC no longer provides separate information about these two important groups of students. "Special Action" admits are students admitted in exception to the regular admission requirements. Data in percentages are given for all California Community Colleges as well as Riverside City College.

BASIS FOR ADMISSION TO THE UNIVERSITY OF CALIFORNIA
RCC AND CCC

A COMPARISON: 1978-1984

SUMMARY

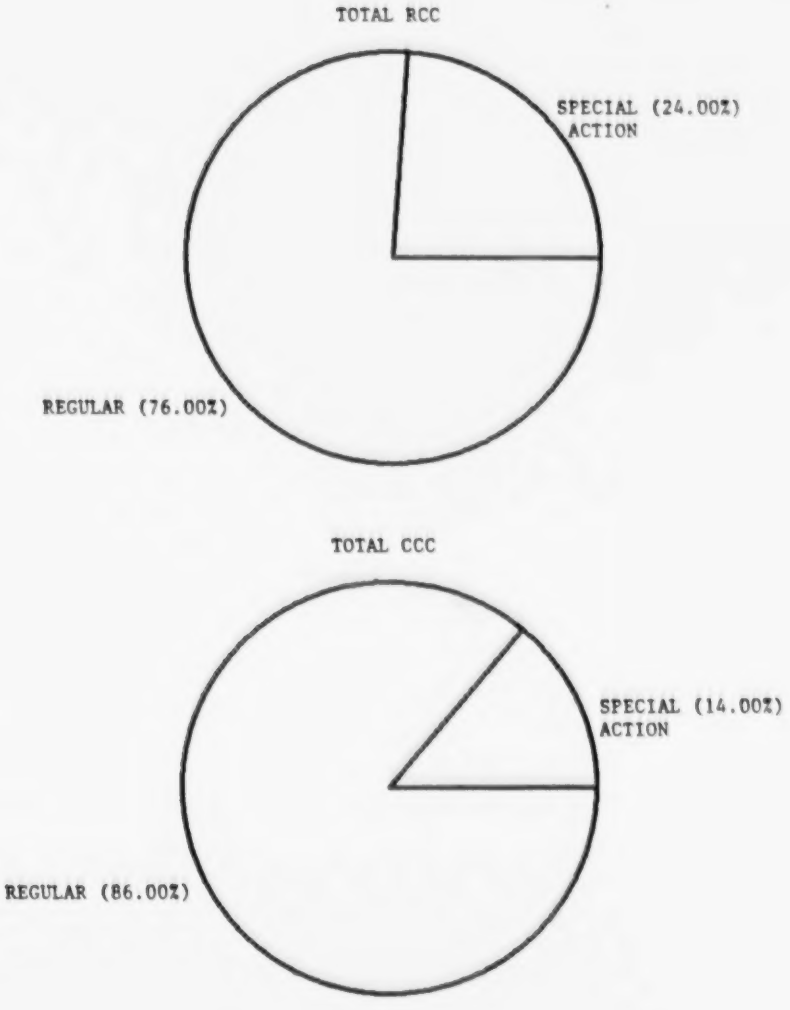


FIGURE 3

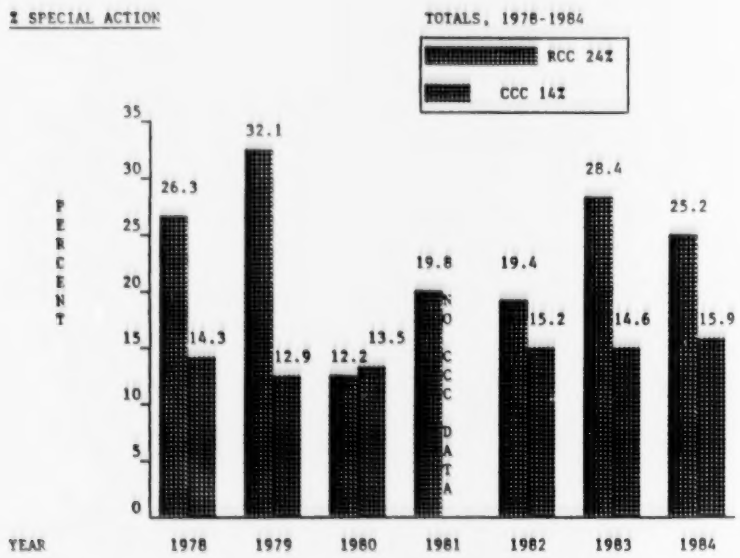
4. Special Action Admits, 1978-1984

Over the seven year period from 1978 through 1984, Riverside Community College had a much higher percentage of its transfers admitted by special action than did all of California's Community Colleges, 24% versus 14% (see Figure 4). With such a high percentage of special action admissions, the question naturally arises whether the special admit students wouldn't be better off remaining at the community college until they make themselves eligible. Because of the numbers involved, a study by UC, CSU or CPEC spotlighting special action or "exceptional admits" (CSU term) would be welcome.

Although UC no longer provides summary data for special action students, they do provide individual grade reports. From these reports, it is possible to determine the basis for admission. The 29 special action admits from RCC to UC in fall, 1983 earned a respectable 2.575 overall grade point average at UC. Five (17%) were below a C average and seven (24%) were B and above. Berkeley and Davis attracted one student each, Irvine and Santa Barbara two each and Riverside drew the remaining 23. Differentials were difficult to compute because Community College GPA's were provided by UC for only four students. Interestingly, two of the four had plus differentials (+.737 for an Irvine transfer and +.308 for a student at Riverside). For those two, they earned higher GPA's at UC than they had at RCC.

For the special action admits in 1984, the 23 students earned an overall GPA of 2.90 at RCC (which includes both remedial and non-transferable courses) with a UC GPA of 2.65. Two of the 23 students had less than a C average at RCC before transferring while two other students earned less than a 2.0 at UC.

SPECIAL ACTION ADMITS
RIVERSIDE COMMUNITY COLLEGE STUDENTS
VERSUS
ALL CALIFORNIA COMMUNITY COLLEGE STUDENTS
(IN PERCENTAGES)



SOURCE: UNIVERSITY OF CALIFORNIA

FIGURE 4

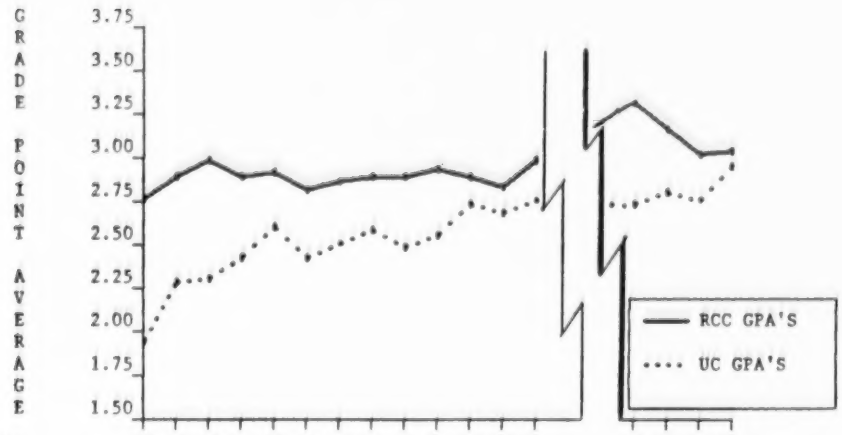
5. Grade Point Average Differentials

The first portion of Figure 5 (1963-75) can be interpreted in a number of different ways. Nevertheless, it illustrates a fairly consistent GPA for students from RCC prior to transfer in the 2.8-2.9 range. After transferring, there was a rather wide grade point average differential (difference between RCC GPA and UC GPA) in the middle 60's. By the late 60's and early 70's, the gap had considerably narrowed. One interpretation could be that UC was undergoing grade inflation during the period. Another could be that RCC was sending UC increasingly better students.

The last part of figure 5 picks up the GPA comparisons six years later. The RCC GPA of 1981, when compared with 1963-75, probably shows the peak of grade inflation at RCC. The last three years are evidence that we are making progress in reducing grade inflation and, as a result, the differential has been reduced.

GRADE POINT AVERAGE DIFFERENTIALS

RIVERSIDE COMMUNITY COLLEGE STUDENTS
WHO TRANSFERRED TO
THE UNIVERSITY OF CALIFORNIA
ALL STUDENTS (1963-75)
REGULAR ADMITS ONLY (1981-84)



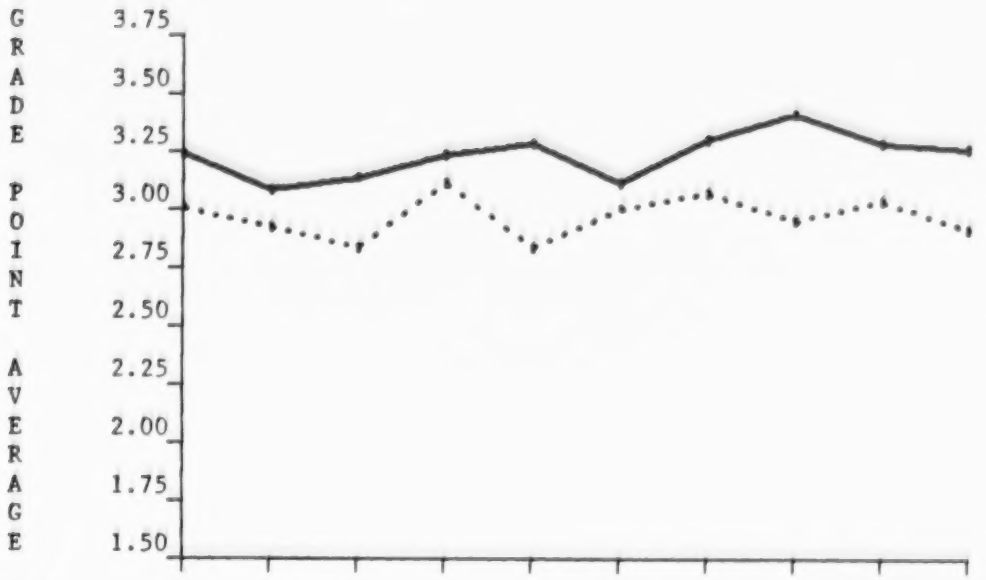
YEAR	63	64	65	66	67	68	69	70	71	72	73	74	75	81	82	83	84
RCC	2.76	2.98	2.91	2.86	2.89	2.89	2.98							3.31	3.02		
			2.89	2.89	2.81	2.89	2.93	2.83							3.16	3.04	
UC	1.94	2.30	2.60	2.50	2.48	2.73	2.75							2.73	2.75		
			2.28	2.42	2.42	2.58	2.55	2.68							2.80	2.95	
DIFF.	-.82	-.68	-.31	-.36	-.41	-.16	-.23							-.58	-.27		
			-.61	-.47	-.39	-.31	-.38	-.15							-.36	-.09	

FIGURE 5

6. Grade Point Average Differentials for High School Eligibles, 1971-1980

To account for the gap in Figure 5, it is important to know that from 1971-80, UC gave separate data for high school eligibles and ineligibles. Figure 6 illustrates a differential fluctuation from a low of .11 (1976) to a high of .46 (1978) for our eligibles. About 1 in 4 RCC students were classified as eligible from high school while three-fourths of the transfer students were originally ineligible.

RIVERSIDE COMMUNITY COLLEGE STUDENTS
WHO TRANSFERRED TO
THE UNIVERSITY OF CALIFORNIA
STUDENTS ELIGIBLE FROM HIGH SCHOOL



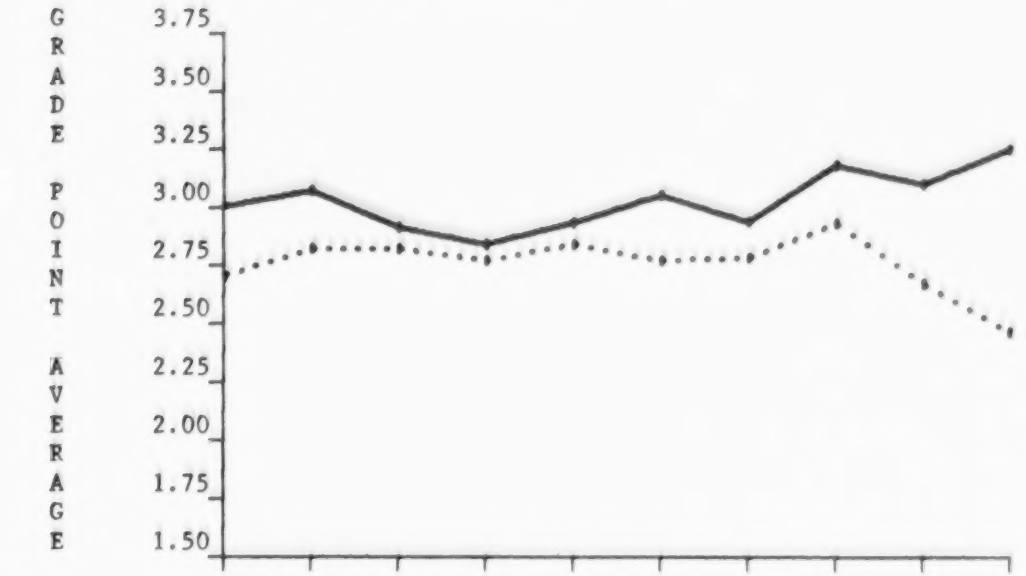
YEAR	71	72	73	74	75	76	77	78	79	80
RCC	3.24	3.08	3.13	3.23	3.28	3.11	3.30	3.41	3.29	3.26
UC	3.00	2.92	2.83	3.11	2.83	3.00	3.07	2.95	3.04	2.91
DIFF.	-.24	-.16	-.30	-.12	-.45	-.11	-.23	-.46	-.25	-.35

FIGURE 6

7. Grade Point Average Differentials for High School Ineligibles, 1971-1980

Figure 7 is the corollary of the previous figure for the same ten year period. Generally, differentials have been smaller for ineligibles than eligibles; however, for 1979 and 1980, the differentials strikingly widened. This event alerted us to possible problems with our grading standards (RCC grade point averages ascending; UC GPAs descending).

RIVERSIDE COMMUNITY COLLEGE STUDENTS
WHO TRANSFERRED TO
THE UNIVERSITY OF CALIFORNIA
STUDENTS INELIGIBLE FROM HIGH SCHOOL



YEAR	71	72	73	74	75	76	77	78	79	80
RCC	3.00	3.07	2.91	2.84	2.93	3.05	2.94	3.18	3.10	3.25
UC	2.70	2.82	2.82	2.77	2.84	2.77	2.78	2.93	2.67	2.46
DIFF	-.30	-.25	-.09	-.07	-.09	-.28	-.16	-.25	-.43	-.79

FIGURE 7

8. High School Eligibles, Ineligibles and Special Actions, 1978-1981

Table 1 covers a three year period in which UC provided data for four categories of students. It placed our students into four classifications as the basis for admission to UC. RCC students could be compared with students from all California Community Colleges. RCC students had lower differentials in eight out of nine categories. They had a smaller percentage below C in six out of nine categories and had a higher percentage of B average or above in six of the nine comparisons. As mentioned before, the figures for 1980-81 caused RCC some concern, particularly with our ineligibles from high school. As a result, RCC began a strategy to reduce grade inflation which had been insidiously creeping up over a number of years. The results of this effort may be found in another document entitled Grading Practices at RCC: An Update.

STUDENTS FROM RCC WHO TRANSFERRED TO UC

YEAR	SCHOOL	GPA	UC	DIFFERENTIAL	% BELOW C	% B OR ABOVE
(A) ELIGIBLE FROM HIGH SCHOOL						
1978-79	RCC:	3.406	2.951	-0.455	7.6%	38.4%
	ALL CC'S:	3.335	2.859	-0.476	8.6%	40.4%
1979-80	RCC:	3.292	3.044	-0.248	5.0%	55.0%
	ALL CC'S:	3.338	2.884	-0.454	7.1%	42.9%
1980-81	RCC:	3.259	2.912	-0.347	14.0%	44.0%
	ALL CC'S:	3.309	2.907	-0.402	9.1%	43.3%
(B) INELIGIBLE FROM HIGH SCHOOL						
1978-79	RCC:	3.181	2.925	-0.256	5.3%	42.8%
	ALL CC'S:	3.226	2.761	-0.465	11.5%	32.7%
1979-80	RCC:	3.096	2.666	-0.430	8.3%	22.9%
	ALL CC'S:	3.217	2.756	-0.463	11.5%	33.6%
1980-81	RCC:	3.246	2.458	-0.788	19.0%	23.8%
	ALL CC'S:	3.208	2.743	-0.465	11.7%	32.2%
(C) SPECIAL ACTION AND ELIGIBLE FROM HIGH SCHOOL						
We had no students in 1978-79 under this category and only one in 1979-80.						
1980-81	RCC:	2.607	2.498	-0.109	37.5%	25.0%
	ALL CC'S:	2.787	2.482	-0.305	30.7%	20.5%
(D) SPECIAL ACTION AND INELIGIBLE FROM HIGH SCHOOL						
1978-79	RCC:	2.903	2.748	-0.155	12.9%	38.7%
	ALL CC'S:	2.960	2.516	-0.444	21.0%	21.3%
1979-80	RCC:	2.803	2.709	-0.094	11.5%	23.0%
	ALL CC'S:	3.004	2.484	-0.520	21.4%	20.5%
1980-81	RCC:	We had only one student under this category in 1980-81				
	ALL CC'S:	3.000	2.478	-0.522	20.4%	29.1%

TABLE 1

9. UC Majors, 1979-1984

Table 2 indicates the majors for students from RCC who transferred to UC in the fall terms of 1979 through 1984. UC Riverside captured the majority of our students followed by Irvine, Santa Barbara and Los Angeles. Undecideds aside, biology and administrative studies were the most popular majors, followed by liberal studies and computer science. Table 3 lists UC majors in rank order while Table 4 alphabetically sorts the majors.

10. First Year Performance, 1982-1984

Table 5 (pages 15-18) covers the three most recent years for which UC has provided data. Except for UC, Riverside, the numbers of RCC transfers are too small to make statistically significant statements about individual campuses. It is of interest to note, however, that the six students who transferred to UCLA in fall, 1983 came out with a positive grade point average (2.515 GPA at RCC and a 2.754 GPA at UCLA = +.239 differential). Also in 1984, the 73 RCC students transferring to UCR had a positive differential (2.929 at RCC, 3.017 at UCR = +.088).

Looking at the summary totals, our differentials for all three years were lower than statewide averages. In two of the three years, RCC had a smaller percent of students below a C average than all California community colleges and a higher percent with a B average or above.

In summary, we send more students to UC than most community colleges in the state, ranking 19th out of 70 districts for 1984. There is no doubt that we are in direct competition for top high school students from the University of California, Riverside and California State University, San Bernardino. Both of these institutions have space available and are aggressively recruiting students. In a recent newspaper article, a UCR official speculated that the dramatic increase in the size of their freshman class was at least partly attributable to "stepped up contact" with high school guidance counselors. This strategy of UC and CSU goes against the recommendations of the 1960 Master Plan, which encouraged enrollment at community colleges during the freshman and sophomore years. Furthermore, community colleges do not have the resources that UC and CSU do to mount and maintain effective recruitment campaigns.

MAJORS FOR RCC STUDENTS WHO TRANSFERRED TO A UC CAMPUS IN FALL QUARTER, 1979-1984

Major	79	80	81	82	83	84	Major	79	80	81	82	83	84
BERKELEY													
Economics		1					Political Science				2	1	
Elec Engr Computer Sci		1					Sociology				1	1	
Physics		2					Undeclared					1	
TOTAL 10													
DAVIS													
Applied Physics		1					International Agriculture	1					
Atmospheric Science		1					International Relations			1			
Biological Sciences					1	1	Psychology						1
Civil Engineering						1	Range & Wildlands		1				
Economics			1			1	Zoology	1	1				
Exploratory	1					1							
TOTAL 15													
IRVINE													
Art, Studio	1	1		1	1		Humanities/Unaffiliated			1			
Biological Sciences	2	1			1	1	Information & Comp Sci	1			1		
Dance			1				Mathmatics	1			1		1
Drama		1			2		Physics		1		1		1
Economics					1	1	Psychology	1			1		
Engineering, Electrical		1					Social Ecology				1	1	
Engineering, Mechanical	1						Social Science	1					
English	1						Undeclared			1			
							Unknown			1			
TOTAL 34													
LOS ANGELES													
Art History		1			1		Linguistics & Psychology			1			
Design						1	Mathematics					1	
Economics		1	2				Music	1					
Engineering	1					1	Political Science				1	1	
English		1					Pre-Psychology					2	
Ethnic Arts, Interdispln	1						Public Health				1		
History		1			1		Spanish & Linguistics	1					
Linguistics & Comp Sci				1			Undeclared			1			
TOTAL 23													

TABLE 2 (Cont'd)

Major	79	80	81	82	83	84	Major	79	80	81	82	83	84
RIVERSIDE													
Administrative Studies	5	6	9	8	6	4	Human Development	4	2	3	2	3	3
Anthropology	2					1	Joint Major	3			3	3	
Art	4	4	2		1	1	Language			2			
Art History					1		Latin American Studies						1
Biochemistry	5	3	1		1	4	Liberal Studies	7	3	3	6	7	11
Biology	11	8	7	5	6	4	Mathematics			1	3		1
Biomedical Science			1				Music	2	1	2	2		1
Botany		1	1	2	1		Paleobiology	1					
Business Economics				1	1	2	Philosophy	1	1	1			
Chemistry	4		2	1	3		Physics		2	1	2	4	2
Chicano Studies			1				Plant Science	1				1	
Classical Studies						1	Political Science	3	2	4	5	1	4
Comparative Literature					1	1	Pre-Engineering				1		
Computer Science	3	6	2	4	6	8	Psychobiology	1	1		1		1
Cooperative		2	1				Psychology	8		3	3	2	6
Dance	1			2		1	Religious Studies						1
Double Major		1		1	1		Russian Studies				1		
Economics		1	3	1	2	1	Social Relations	2	2	1		1	
English	6	5	3	5	1	1	Sociology	7	4	1	2	1	
Environmental Science	1	1	2		1	1	Soil Science	1					
Geography		1	1	2		1	Spanish	2	3	1			1
Geology	2	3	1	3	3	1	Statistics	1					
Geophysics		1				1	Theater	2	1		1	1	
German			1				Undeclared	14	9	2	11	12	6
History	2	2	2	4	3	2	Unknown			1			
TOTAL 477													
SAN DIEGO													
Biology		1		1	1	1	Population Biology		1				
Communications	1						Pre EECS				2		2
French			1				Undeclared	1					
TOTAL 12													

TABLE 2 (Cont'd)

Major	79	80	81	82	83	84	Major	79	80	81	82	83	84
SANTA BARBARA													
Anthropology						1	Italian	1					
Biological Science	2						Liberal Studies				1	1	
Business Economics				1	2		Mathematical Science						1
Computer Science					1		Physical Education	1	1				
Dramatic Art			1				Political Science				1		
English					1		Psychology		1		2	1	1
Environmental Studies				1			Sociology			1			1
French	1						Undeclared			1			
Hispanic Civilization	1						Zoology					1	
History					1								
TOTAL 29													
SANTA CRUZ													
Biology			1				Literature					1	
Earth Science	1	1											
TOTAL 4													
TOTAL: *604								131	98	81	103	*100	91

TOTALS:

Fall, 1979	131
Fall, 1980	98
Fall, 1981	81
Fall, 1982	103
Fall, 1983	*102
Fall, 1984	91
Grand Total	*606

*Although their summary sheets showed RCC transferred 102 students in the fall of 1983, UC provided only 100 individual student records; hence the total of different majors (604) does not agree with the grand total of transfers (606).

Totals include only new students who entered in the fall quarter or semester and do not include students who entered in the winter, spring or summer terms.

Rank Order
of
Majors for RCC Students Who Transferred
to a
UC Campus in Fall Quarters, 1979-1984

Rank	Major at UC	Number
1.5	Biological Sciences	62
1.5	Undeclared	62
3	Administrative Studies/Business Economics	43
4	Liberal Studies	38
5.5	Computer Science	37
5.5	Psychology	37
7	English	28
8	Sociology	27
9	Chemistry/Biochemistry	24
10	Political Science	22
11	Art	20
12	Physics	19
14	Foreign Language	18
14	History	18
14	Economics	18
16	Human Development	17
17	Geology/Earth Science	16
18	Joint/Double/Cooperative	15
19	Mathematics	11
21.5	Theater/Drama	9
21.5	Environmental Studies/Science/Social Ecology	9
21.5	Music	9
21.5	Dance	9
24	Agriculture/Plant/Soil Science	7
25	Engineering	6
26.5	Botany	5
26.5	Geography	5
28	Anthropology	4
29.5	Philosophy	3
29.5	Humanities	3
31.5	Ethnic/Chicano Studies	2
31.5	Physical Education	2
33	Public Health	1
		606

TABLE 3

Alphabetical Order
of
Majors for RCC Students Who Transferred
to a
UC Campus in Fall Quarters, 1979-1984

Rank	Major at UC	Number
3	Administrative Studies/Business Economics	43
24	Agriculture/Plant/Soil Science	7
28	Anthropology	4
11	Art	20
1.5	Biological Sciences	62
26.5	Botany	5
9	Chemistry/Biochemistry	24
5.5	Computer Science	37
21.5	Dance	9
14	Economics	18
25	Engineering	6
7	English	28
21.5	Environmental Studies/Science/Social Ecology	9
31.5	Ethnic/Chicano Studies	2
14	Foreign Language	18
26.5	Geography	5
17	Geology/Earth Science	16
14	History	18
16	Human Development	17
29.5	Humanities	3
18	Joint/Double/Cooperative	15
4	Liberal Studies	38
19	Mathematics	11
21.5	Music	9
29.5	Philosophy	3
31.5	Physical Education	2
12	Physics	19
10	Political Science	22
5.5	Psychology	37
33	Public Health	1
8	Sociology	27
21.5	Theater/Drama	9
1.5	Undeclared	62
		606

TABLE 4

TABLE 5

FIRST YEAR PERFORMANCE FOR
CALIFORNIA COMMUNITY COLLEGE AND RIVERSIDE COMMUNITY COLLEGE TRANSFERS ENTERING
THE UNIVERSITY OF CALIFORNIA IN THE FALL QUARTER OR SEMESTER
1982-1984

CAMPUS	YEAR	# TOTAL ENTRANTS	# SPEC ACTION	% SPEC ACTION	# COM SPRING	% COM SPRING	% SUBJ A NOT MET	GRADE POINT AVERAGE CCC	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE +/- DIFF	COURSES COMPLETED FOR LETTER GRADE AVERAGE UNITS	% BELOW C	% ABOVE B
Berkeley													
CCC	1982	811	90	11.1%	--	--	5.7%	3.364	2.861	-.503	35.5	10.2	43.0%
RCC	1982	3	0	0.0%	--	--	.0%	3.125	2.948	-.177	43.7	.0%	33.3%
CCC	1983	831	96	11.6%	759	91.3%	5.2%	3.446	2.835	-.611	34.3	12.4%	42.6%
RCC	1983	3	1	33.3%	3	100.0%	.0%	3.802	3.540	-.262	43.5	.0%	100.0%
CCC	1984	814	67	8.2%	762	93.6%	2.0%	3.406	2.816	-.591	35.3	12.3	41.5%
RCC	1984	0	0	0.0%	--	--	.0%	.000	.000	.000	.0	.0%	.0%
Davis													
CCC	1982	675	89	13.2%	--	--	4.1%	3.268	2.811	-.457	34.6	12.8%	38.9%
RCC	1982	0	0	0.0%	--	--	.0%	.000	.000	.000	.0	.0%	.0%
CCC	1983	706	110	15.6%	650	92.1%	4.7%	3.251	2.750	-.500	33.8	13.3%	32.6%
RCC	1983	1	1	100.0%	1	100.0%	.0%	.000	.000	.000	.0	.0%	.0%
CCC	1984	813	137	16.8%	732	90.0%	4.6%	3.281	2.772	-.509	33.4	12.4	35.5%
RCC	1984	6	1	16.6%	5	83.3%	.0%	3.104	2.656	-.448	29.0	20.0	20.0%
Irvine													
CCC	1982	489	78	16.0%	--	--	6.3%	3.246	2.787	-.459	35.0	13.1%	39.7%
RCC	1982	6	0	0.0%	--	--	.0%	3.084	2.486	-.598	41.3	.0%	16.7%

TABLE 5 (Continued)

CAMPUS	YEAR	# TOTAL ENTRANTS	# SPEC ACTION	% SPEC ACTION	# COM SPRING	% COM SPRING	% SUBJ A NOT MET	GRADE POINT AVERAGE CCC	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE +/- DIFF	COURSES COMPLETED FOR LETTER GRADE AVERAGE UNITS	% BELOW C	% ABOVE B
Irvine Cont'd													
CCC	1983	555	95	17.1%	484	87.1%	5.2%	3.234	2.791	-.443	34.8	12.0%	37.4%
RCC	1983	7	2	28.6%	5	71.4%	.0%	3.004	2.505	-.499	40.9	40.0%	20.0%
CCC	1984	518	92	17.7%	444	85.7%	6.1%	3.194	2.720	-.475	33.4	16.4	34.0%
RCC	1984	4	0	0.0%	3	75.0%	.0%	2.752	2.444	-.309	21.5	50.0	.0%
Los Angeles													
CCC	1982	997	135	27.2%	--	--	19.7%	3.193	2.670	-.523	31.8	17.1%	29.5%
RCC	1982	3	2	66.7%	--	--	.0%	3.143	2.767	-.376	107.0	.0%	.0%
CCC	1983	991	103	10.4%	858	86.6%	21.6%	3.222	2.711	-.511	30.8	16.7%	32.6%
RCC	1983	6	0	0.0%	4	66.7%	16.7%	2.515	2.754	+.239	24.7	33.3%	33.3%
CCC	1984	845	78	9.2%	769	91.0%	21.3%	3.223	2.753	-.470	31.6	15.6	34.7%
RCC	1984	2	0	0.0%	2	100.0%	50.0%	3.359	3.247	-.111	38.0	.0	50.0%
Riverside													
CCC	1982	240	43	17.9%	--	--	7.1%	3.225	2.738	-.488	34.9	14.6%	29.8%
RCC	1982	82	18	22.0%	--	--	7.8%	3.226	2.839	-.387	33.2	10.9%	37.5%
CCC	1983	201	50	24.9%	175	87.1%	7.9%	3.408	2.886	-.522	35.6	13.9%	44.4%
RCC	1983	75	23	30.7%	61	81.3%	9.6%	3.360	2.770	-.590	32.8	23.1%	38.5%
CCC	1984	226	58	25.6%	184	81.4%	3.0%	3.199	2.947	-.252	32.7	9.5%	49.4%
RCC	1984	73	22	30.1%	61	83.5%	.0%	2.929	3.017	+.088	32.2	3.9%	52.9%

TABLE 5 (Continued)

CAMPUS	YEAR	# TOTAL ENTRANTS	# SPEC ACTION	% SPEC ACTION	# COM SPRING	% COM SPRING	% SUBJ A NOT MET	GRADE POINT AVERAGE CCC	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE +/- DIFF	COURSES COMPLETED FOR LETTER GRADE AVERAGE UNITS	% BELOW C	% ABOVE B
San Diego													
CCC	1982	415	58	14.0%	--	--	13.9%	3.246	2.845	-.401	29.4	13.3%	45.1%
RCC	1982	3	0	0.0%	--	--	.0%	2.979	2.877	-.102	38.0	.0%	33.3%
CCC	1983	450	46	10.2%	392	87.1%	12.4%	3.258	2.898	-.360	29.8	12.9%	41.6%
RCC	1983	1	0	0.0%	1	100.0%	.0%	3.226	2.156	-1.070	36.0	.0%	.0%
CCC	1984	421	45	10.6%	365	86.6%	10.1%	3.244	2.839	-.404	30.8	13.6%	39.1%
RCC	1984	2	0	.0%	1	50.0%	.0%	2.948	2.085	-.864	24.0	50.0%	.0%
Santa Barbara													
CCC	1982	952	212	22.7%	--	--	4.7%	3.170	2.750	-.420	35.1	10.1%	35.6%
RCC	1982	6	0	0.0%	--	--	16.7%	3.094	2.611	-.484	33.7	.0%	16.7%
CCC	1983	952	198	20.8%	856	89.9%	3.4%	3.114	2.683	-.431	34.3	14.1%	30.4%
RCC	1983	8	2	25.0%	8	100.0%	.0%	3.057	2.738	-.319	35.8	.0%	50.0%
CCC	1984	940	256	27.2%	845	89.8%	3.5%	3.139	2.730	-.409	33.9	13.3%	33.6%
RCC	1984	4	0	.0%	4	100.0%	.0%	3.223	2.951	-.272	39.3	.0%	50.0%
Santa Cruz													
CCC	1982	366	45	12.3%	--	--	10.3%	3.222	.000	.000	.0	.0%	.0%
RCC	1982	0	0	0.0%	--	--	.0%	.000	.000	.000	.0	.0%	.0%
CCC	1983	400	46	11.5%	352	88.0%	4.0%	3.242	.000	.000	.0	.0%	.0%
RCC	1983	1	0	0.0%	1	100.0%	.0%	3.333	.000	.000	.0	.0%	.0%
CCC	1984	403	63	15.6%	351	87.0%	1.8%	3.269	.000	.000	.0	.0%	.0%
RCC	1984	0	0	0.0%	--	--	.0%	.000	.000	.000	.0	.0%	.0%

TABLE 5 (Continued)

CAMPUS	YEAR	# TOTAL ENTRANTS	# SPEC ACTION	% SPEC ACTION	# COM SPRING	% COM SPRING	% SUBJ A NOT MET	GRADE POINT AVERAGE CCC	GRADE POINT AVERAGE UC	GRADE POINT AVERAGE +/- DIFF	COURSES COMPLETED FOR LETTER GRADE AVERAGE UNITS	% BELOW C	% ABOVE B
Summary Totals													
CCC	1982	4945	750	15.2%	--	--	9.2%	3.243	2.776	-.468	33.8	12.9%	37.2%
RCC	1982	103	20	19.4%	--	--	7.2%	3.158	2.796	-.362	35.3	8.4%	33.7%
CCC	1983	5086	744	14.6%	4526	89.0%	8.8%	3.241	2.764	-.477	31.0	13.8%	35.9%
RCC	1983	102	29	28.4%	84	82.4%	8.2%	3.019	2.752	-.267	32.9	22.2%	38.9%
CCC	1984	4980	796	15.9%	4452	89.3%	7.4%	3.247	2.775	-.472	30.9	13.6%	37.0%
RCC	1984	91	23	25.2%	76	83.5%	1.5%	3.048	2.951	-.097	31.7	8.8%	45.6%

B. A LOOK AT FALL, 1984 RCC ENTRANTS TO UC

The best way to see how your transfer students are doing is to sit down with both the UC and the RCC individual student records. In that way, one can learn what the UC major is and what courses were taken at RCC to fulfill the lower division major as well as the general education requirements. Ideally, a third helpful document would be the RCC Counseling Interview Record. On these sheets, counselors record every contact they have with students. Intended major and college of transfer are recorded at the conclusion of each interview.

With this procedure, some rather surprising things are revealed. Here are just a few examples:

1. A biology major at Davis never took a biology course at RCC.
2. An engineering major at Davis completed only Physics 2A, General Physics, at RCC. He should have completed a calculus sequence, calculus-based physics (Physics 4ABC) and at least Chemistry 1A (General Chemistry).
3. A design major at UCLA took only one art course at RCC, Art 2, History of Art.
4. An English major at UC, Riverside never took a literature course at RCC.
5. A music major at UCR never took any music theory at RCC.
6. A liberal studies major at UCR entered RCC with very low test scores (did not "pass" any of the three areas (writing, reading and math), had D grades in elementary arithmetic, geology, sociology, psychology and microbiology, but earned an A in English 1A and completed RCC with 62 units with a 2.50 GPA, transferred to UC and, in the first year, earned a 2.94 in 30 units.
7. A Vietnamese student entered RCC with low verbal skills and subsequently went thru English as a Second Language, Basic Composition and eventually English 1A (earned an A). The student majored in engineering, took all of the right courses at RCC (math, physics, chemistry and engineering), transferred with a 3.89 GPA at RCC and earned a 3.80 at UCLA.

Actually, the above cases are not surprising at all to one familiar with the diverse student population at community colleges. Many tend to start slowly, often accumulating some withdrawal grades, begin to gain confidence and finish with a flourish. Changing majors is commonplace, as is enrolling in non-transferable courses. The typical community college student often explores several fields before settling upon a major or deciding to transfer. And this does not stop (merely slows down) after transferring. Working with a good counselor or faculty advisor can save the student from going down too many of these so-called "dead ends," but for some students it is a necessary process that must be gone through.

INFERENCE: After seeing the eventual successes of so many of these slow-starters, one realizes the importance of a good assessment program, reasonable course requisites, fair probation/dismissal policies and a minimum of barriers that impede the progress of these students as they work toward their eventual goals.

Of the 91 students listed by RCC, 90 RCC permanent record data sheets were found. Comparisons between RCC and UC performance were thus possible. Here are some of the findings:

1. Degrees and Certificates Earned

Forty-one percent earned associate degrees; fifty-nine percent did not. Only two were awarded certificates, one in computer information systems and one in data processing. Why don't more earn associate degrees? Primarily there are two reasons: (1) They don't have enough units. A high school "ineligible" needs 56 transferable units in a pattern of courses with at least a 2.4 GPA. The associate degree requires a minimum of 60 units. (2) RCC requires a health science course for its degree; many students who plan to transfer elect not to take health science.

UC TRANSFER STUDENTS

ASSOCIATE DEGREES EARNED AT RCC

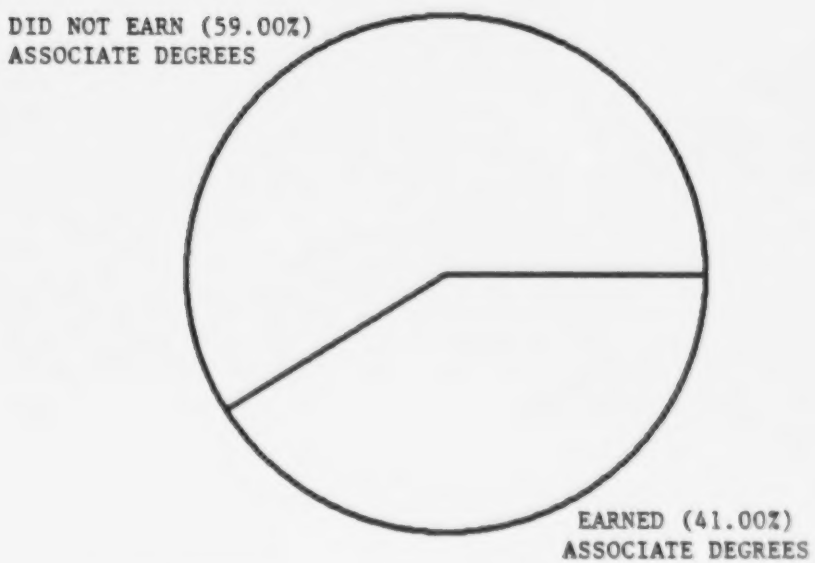
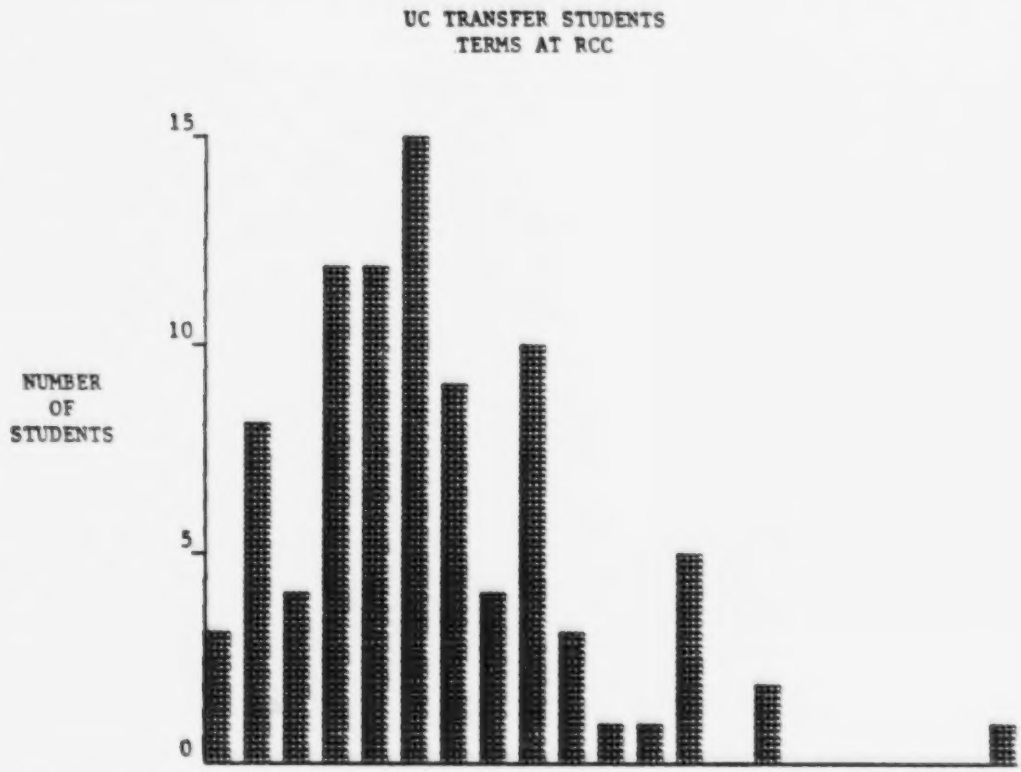


FIGURE 8

INFERENCE: Because not all RCC students who transfer to UC complete baccalaureate degrees, we need to encourage more of them to earn associate degrees. To some employers, an associate degree means more than just completing, say, 90 semester units of course work.

2. Terms at RCC

The number of terms of enrollment for individual transfer students ranged from 1 to 21, with a mean of 6.5 and a median of 5.4 terms.



NUMBER OF TERMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
NUMBER OF STUDENTS	3	8	4	12	12	15	9	4	10	3	1	1	5	0	2	0	0	0	0	0	1

FIGURE 9

Permanent record data indicate many students began their academic careers at RCC in a very tentative manner. There were numerous instances of withdrawals at first and some started rather shakily grade-wise. In some cases, it took students a while to test their academic wings before they began to feel secure. For example, one student withdrew from English 50A (a remedial-level writing course) three times before finally earning a C. Another student's first grade in English 50A was an F, followed by a W and finally an A on the third attempt.

INFERENCE: This illustrates the need for establishing an early warning system to alert both student and counselor about academic problems and for the institution to have a probation/dismissal process that is not completely rigid but has some flexibility. Human resources are worth nurturing and salvaging.

3. Units Completed at RCC

One always wonders to what extent our transfer students are really a product of our college. To a large extent, that depends on how long they have been with us and how many of our units they have completed. The student who completes a 3 unit summer intersession course and then transfers to a UC campus cannot really wear the RCC stamp.

The mean number of units completed at RCC was 56, although seven students (8%) completed fewer than 12. On the other hand, 58 (64%) completed 56 or more and 53 (59%) completed 60 or more. The highest number was 122; the lowest, two at 6.

UC TRANSFER STUDENTS
NUMBER OF UNITS COMPLETED AT RCC

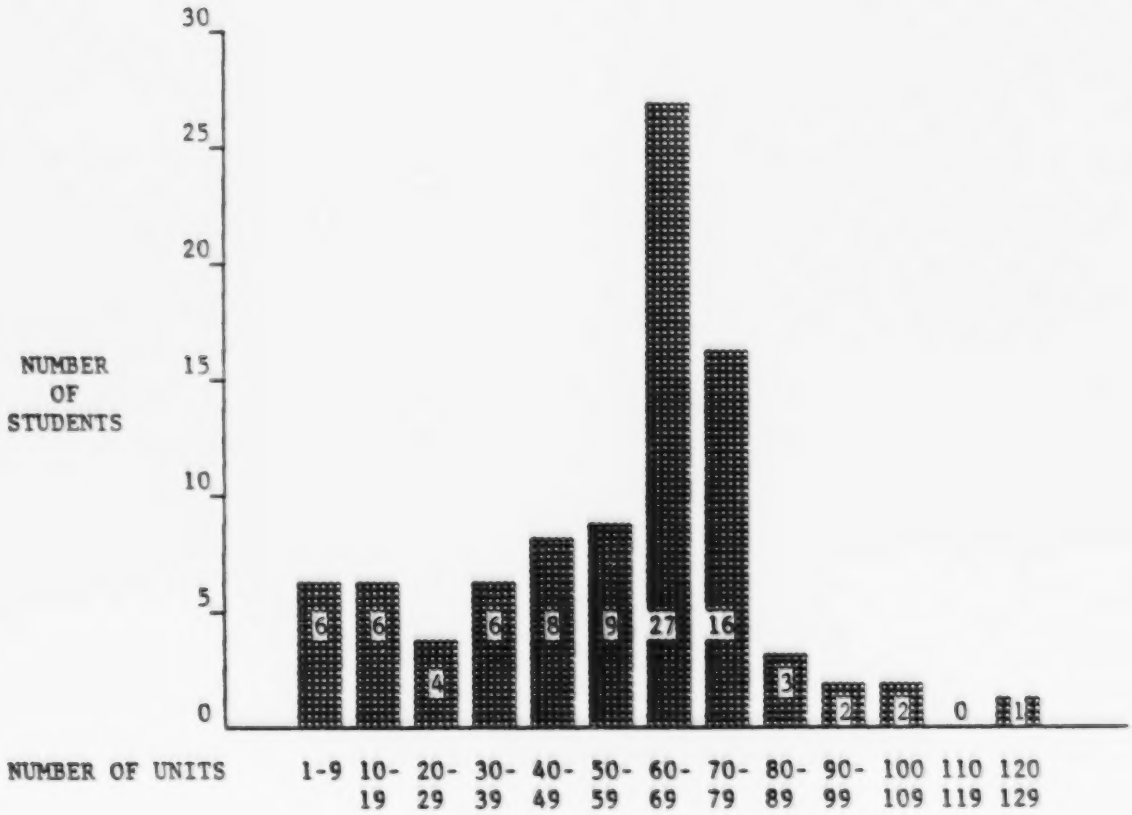


FIGURE 10

4. Remedial Work Taken at RCC

Well over half of our UC transfers took remedial courses in mathematics, writing and/or reading while attending RCC.

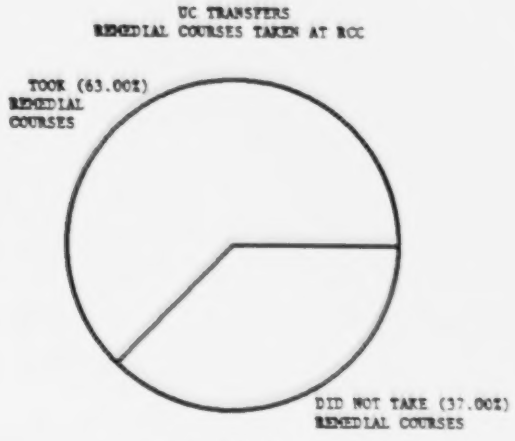


FIGURE 11

Of the 63% who enrolled in such courses, most selected math, followed by writing and then reading. We have made some improvements in our reading and writing courses since these students were here (prior to fall, 1984). It will be interesting to see if the new courses prove more attractive to later transfers. Keeping in mind that some students took more than one remedial course, here is a breakdown of the courses taken:

Basic Skills Areas	Department	No.	Title		Frequency	
A. Mathematics	Math	51	Elementary Arithmetic		6	
	Math	52	Elementary Algebra		26	
	Math	53	Plane Geometry		5	
	Math	35	Intermediate Algebra		35	
	Math	36	Trigonometry		21	
	Bus. Ed.	50A	Business Mathematics		5	
B. Writing	English	50A	Basic English Composition		13	
	English	50B	Basic Comp. and Literature		3	
C. Reading	English	51R	Reading Improvement	same course	3	= 5
	L. Skills	51	Reading Improvement		2	
	English	51I	Individualized Reading	same course	1	= 3
	L. Skills	61A	Individualized Reading		2	
	L. Skills	64	Learning Skills Assessment		1	
D. Writing/Reading/Speaking/Listening						
	English	56A	English as a Second Language		2	

TABLE 6

INFERENCE: With such a high percentage of our transfers taking remedial or developmental courses, it illustrates the importance of "transitional" education in the community colleges. It is possible for students to remedy gaps in their learning skills and eventually earn bachelor's degrees.

5. Entering Assessment Test Scores at RCC

Prior to August 1, 1983, the test battery used consisted of the School and College Ability Tests (SCAT), the Cooperative English Tests (Coop English) and a one-hour, holistically-scored essay sample. Since then, we have been using the American College Testing Program's ASSET. Of the 60 students who took the old battery, 15% did not qualify for transfer English composition (English 1A), 32% did not pass the mathematics graduation requirement (this may explain why such a large number of remedial courses were in math) and 18% had scores in reading below the minimum required or recommended level for baccalaureate-level courses.

Eleven students took the ASSET battery. Eight qualified in all three areas (writing, mathematics and reading). One had perfect scores and also did well in her courses (RCC GPA = 3.83; UC GPA = 3.30). Another student had less than minimum scores in all three areas. Nevertheless, this special action admit kept her GPA above a C average at both institutions (RCC = 2.20; UC = 2.19)

Of the 5 RCC students who earned below a 2.0 GPA at UC, 4 of them failed to qualify in at least one of the three entering test battery areas. The test warned them, at entrance to RCC, of deficient basic skills. On the other hand, of the 26 who failed at least part of the entry test, 22 were successful at UC (2.0 GPA or better).

One student took the entrance test battery twice. She didn't pass any part of either attempt. She was admitted via petition to English 1A on the basis of a B in English 50A (Basic English Composition). She earned an A in English 1A and a B in English 1B. For math, she made an A in Math 51 (Elementary Arithmetic) and a C in Math 52 (Elementary Algebra). For courses with recommended reading scores, she started slowly with a D in Sociology, Cs in Psychology and Humanities but ended strongly earning Bs in Humanities, History and Political Science and an A in Philosophy. Apparently, she improved her reading skills by taking courses with increasingly heavy reading requirements.

INFERENCE: The rather high success rate (85% or 22 of 26) of students entering RCC with basic skills deficiencies points out the need for flexibility, not rigidity, in the use of test scores. We must always provide alternative routes leading into the main stream of the curriculum. Test scores should not be barriers but warning signals that counselors and teachers can use to encourage students to fill important gaps in their learning skills.

6. Ethnicity

Figure 12 compares the ethnicity of the transfer group with the ethnicity of RCC's total student population for the same year, fall, 1984.

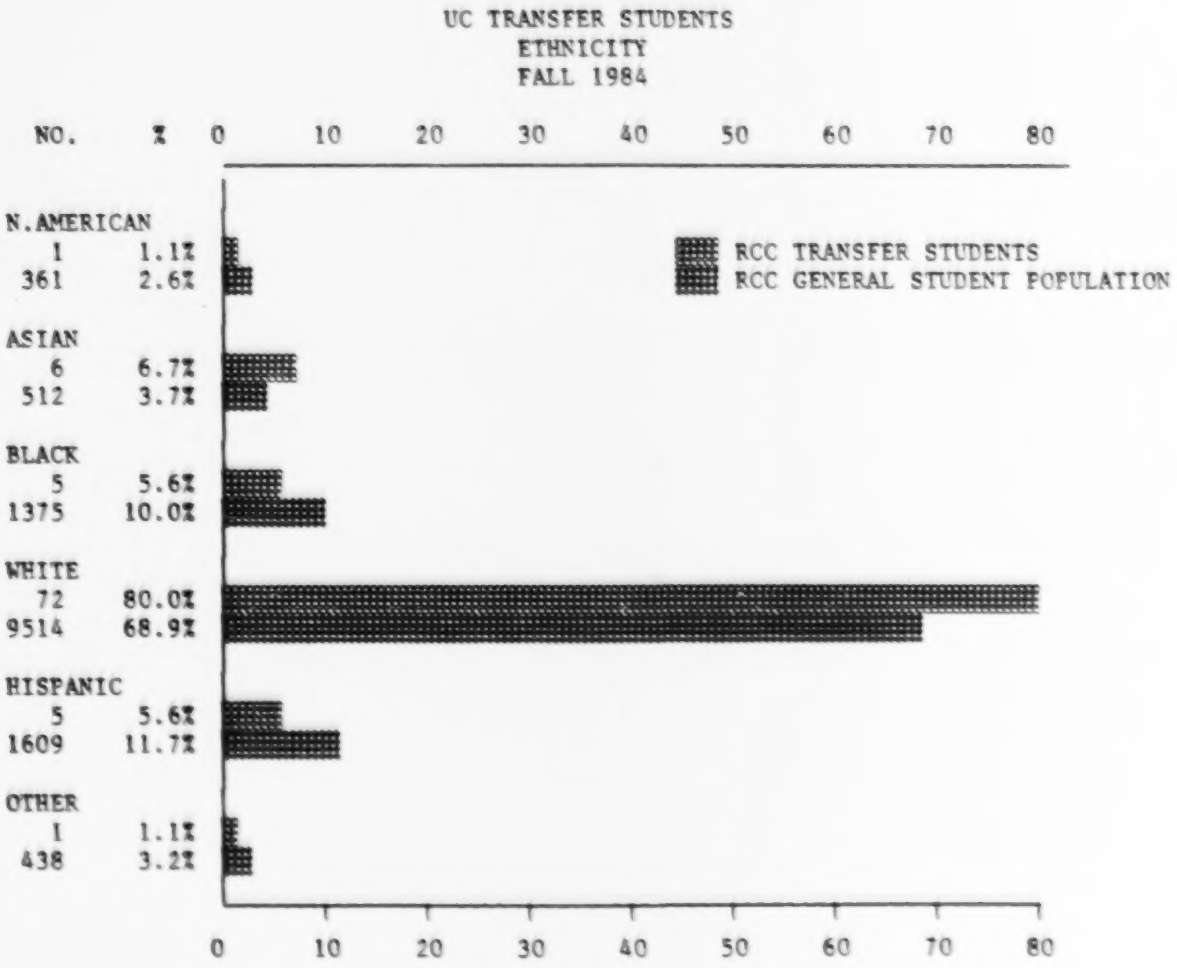


FIGURE 12

This reveals that our students do not transfer to UC with the same ethnic percentages that exist for the RCC total student population. For the transfer group, Native Americans, Blacks and Hispanics are underrepresented while Asians and Whites are overrepresented.

The following tables show how the ethnic minorities performed. Remember that RCC data include remedial and non-transferable courses; CC and UC GPAs do not.

LEGEND: UA = Units Attempted
UC = Units Completed
GPA = Grade Point Average
Reg = Regular Admit
SA = Special Action Admit

Native American		RCC UA	UC	GPA	Admit Reg/SA	UC GPA
	1.	36	42	3.22	SA	3.33

The one Native American student earned a higher GPA at UC (3.33) than at RCC (3.22). The basis for her admission to UC was special action.

Asian		RCC UA	UC	GPA	Admit Reg/SA	UC GPA
	1.	64	64	3.14	Reg	2.34
	2.	76	76	3.89	Reg	3.80
	3.	49	49	2.91	Reg	1.54
	4.	68	71	3.22	Reg	3.15
	5.	68	68	3.41	Reg	2.41
	6.	7	7	3.00	Reg	3.62

For the six Asian students, only one had a UC GPA below 2.0. That student had the lowest RCC GPA of the six students; the other five had RCC GPAs of a B average or above. Three had UC GPAs above a 3.0. All 6 were regular admits.

Black		RCC UA	UC	GPA	Admit Reg/SA	UC GPA
	1.	6	6	2.00	SA	2.27
	2.	61	61	3.19	Reg	2.19
	3.	37	37	3.13	SA	2.85
	4.	57	57	3.00	Reg	2.12
	5.	9	9	3.66	Reg	3.10

All five Black students had UC GPAs above a C average; one was above a B. There were three regular admits, two special admits. With one exception, four had lower UC GPAs than they had at RCC.

Hispanic		RCC UA	UC	GPA	Admit Reg/SA	UC GPA
	1.	42	42	3.23	Reg	2.73
	2.	9	6	1.66	SA	2.81
	3.	85	75	1.98	SA	2.75
	4.	107	107	3.44	Reg	2.80
	5.	15	15	2.20	SA	2.19

Of the five Hispanic students, two were regular admits, three were special action. All five had UC GPAs above a C even though two had RCC GPAs below a C; both of these were special action admits.

INFERENCE: We need to continue to develop strategies which encourage more Native American, Blacks and Hispanics to earn baccalaureate degrees.

7. Probation/Dismissal

While most of the students who transferred to UC had strong academic records, there were some who were very shaky, particularly during their first two or three semesters. Eight students were on progress probation, which means that after attempting 12 or more units, 50% or more of the units earned were withdrawals (W), incompletes (I) or no credit (NC). One student was on academic probation (12 or more units with less than a C average) after two semesters and one student was on both progress and academic probation, progress probation over 7 terms and academic over 13. The student would have been dismissed under our current regulations (3 consecutive semesters with a cumulative GPA under 2.0), but our older grading standards required only a 1.75 GPA to avoid dismissal.

Of these 10 students who were on probation at RCC (11% of the total transfer group), one failed 3 courses at UC, Riverside and withdrew, but 9 earned better than a C average at UC with 2 of the 9 above a B average. Four of the ten students were special action admits; all four did well at UC.

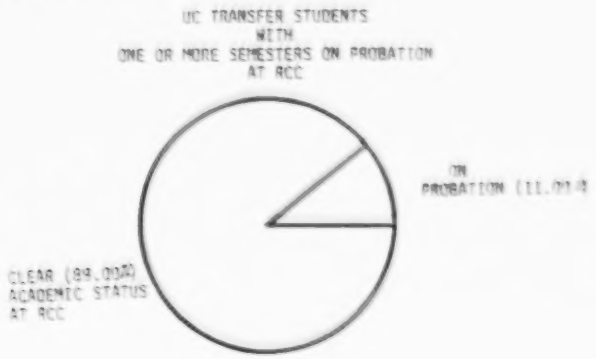


FIGURE 13

INFERENCE: As stated before, the probation/dismissal policy must be flexible, not rigid. Apparently it is working because all 10 students worked through their probation problems and eventually transferred.

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